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ABSTRACT

Designed to be used by secondary school students, this booklet makes use of Rochester (New York) related materials to teach about the popular taste of middle-class Americans living in the northeastern region of the United States in the latter part of the 19th century during the period known as the "gilded age." This was the period when the impact of the Industrial Revolution became most evident in the economy, resulting in a higher standard of living, and increases in leisure time and in the sale and distribution of goods. Separate sections are devoted to 19th century architecture, shopping in the "gilded age," recreation, concern for the environment, a letter written by Susan B. Anthony, working conditions, and social events. Each primary source is accompanied by questions to guide the student's study. In addition to providing supplemental activities, this booklet can serve as a model for which teachers can develop or pattern additional experiences using primary and secondary local history sources. (LH)

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A Guide to the Study of the Gilded Age

SO 016 356

Margaret Woodbury Strong Museum
Rochester, New York

REFORM!

MASS MEETING!

Y HALL,

EVENING, Sept. 29th,

The Hon. R. Breckenridge,

KANSAS,

Rochester and Western New

For Thirty

To make room for

I will Give

BARGAIN

IN

ALBUMS, STATUA

GOLD, PLUSH AND MOROC

PICTURE FRA

And other Goods in my line.

Please Call and Examine

and Prices.

M. W. RUND

9 West Main St.

All persons having bill

are requested to call for

UNION AND ADVER

THE PEOPLE'S PA

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UNION AND ADVERTISER

Margaret Woodbury Strong Museum
Rochester, New York

A Guide to the Study of the Gilded Age

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A Guide to the Study of the Gilded Age

Introduction

The collections of the Margaret Woodbury Strong Museum reflect the popular taste of middle class Americans living in the northeastern region of the United States between 1820-1939. This is the period of time when the impact of the Industrial Revolution became most evident in the economy, in a higher standard of living, in an increase in leisure time as a result of new technologies, and in the sale and distribution of goods. Although the Strong Museum does not deal principally with local history, there are items in the collections which were made in the Rochester area or, in some way, serve as a record of the taste of the area's citizens during the defined chronological period.

This booklet is designed to be used by junior and senior high students to supplement regular classroom work in the social studies. This booklet makes use of Rochester-related materials in much the same way as the New York State Education Department syllabus, *The Gilded Age and After,* made use of New York City-related materials. Primary materials include photographs, newspaper articles, letters, and excerpts from various publications. Each primary material is accompanied by a "To the teacher" section (pp. 3-7) and questions to guide the student's study. Teachers may want to remove pp. 3-7 before students use the workbook.

In addition to providing teaching activities, it is hoped that this workbook will serve as a model on which teachers can develop or pattern additional exercises using primary and secondary local history sources. Further, these activities can be supplemented through museum visits, where students can have direct contact with objects from the past, and through walking tours of historically significant environs.

Assistance in compiling these materials was provided by Mary Shannon, former curator of the Rochester Historical Society, staff at Rundel Central Library, Rochester, New York, and staff of the Margaret Woodbury Strong Museum.

Marie Hewett, Director of Education
Margaret Woodbury Strong Museum
Rochester, New York

To the teacher—A Guide

I. Architecture

A commercial building

Students may describe the Powers Block as ornate, large or massive, solid, or simply, "old fashioned." Its size does suggest an increase in business activity requiring more office space. Problems relating to the building's size include: protection from fire, need for easy access to surrounding streets, safety standards for elevators, adequate lighting and water, and sound construction techniques. Evidence related to the date of the photograph includes the street clock, street lights, sewer pipes to be laid, and transportation vehicles. Local histories, newspapers, dated photographs, diaries and other primary materials assist in dating the photograph. Students should be aware that this building is still in existence, and that its location was at the center of the business community in the late 19th and early 20th centuries. Comparing the location of the Powers Block with the present downtown business center and suburban office buildings and parks will show how growth and mobility are affecting the central city.

A residence

The *City Directory* lists J.E. Hughes as a furniture maker and upholsterer in Rochester from 1866-1870. The generally non-functional, decorative features, as well as the overall size and style of Mr. Hughes' home, indicate some degree of financial success. The absence of a federal income tax, low property taxes, and comparatively low building costs added to the favorable economic climate in which this type of housing could be built. Technology had an important impact on housing design. Balloon frame construction made the size of the house possible, as well as its asymmetrical shape. The scroll and circular saws produced some of the ornamentation. In fact, woodwork, plasterwork and hardware could be bought by mail order from catalogs. Catalogs not only disseminated knowledge and made possession of the latest materials possible, but also popularized standards of style and taste.

II. Shopping in the Gilded Age

Inside a Rochester store

The photograph, taken in the 1870's, is of the interior of Vick's Seed Shop. The framed drawings and prints around the sides of the room and on the back wall are examples of seeds, bulbs, and plants which Vick sold. The small drawers on the right probably held varieties of seeds. Related objects for sale include vases and baskets.

The other important nursery was Ellwanger and Barry. Both companies brought commercial growth and recognition to Rochester on the wane of the flour milling industry which was moving west. "The Flower City" became a nickname for the city on into the 20th century.

A neighborhood shop

The *City of Rochester Directories* for 1866-69 show that William K. Dagg's Meat Market was located at 329 State Street. The word "meat" is partially obscured by hams hanging outside the front of the window. Other shops sell groceries and cloth or clothing. Clues as to the time period of the photograph are found in the method of transportation shown, the clothing of the people and, of course, in the *City Directory*.

The poses struck by the people in the photograph, the clean white aprons, and the display of possessions suggest a documentary quality of the photograph, as well as the pride of the owners and workers.

Housewives spent more time shopping because of the need to visit a store specializing in each product. The evolution of the department store offered the goods of the world under one roof.

III. Recreation

A city park

Mount Hope Cemetery with its pavilion and fountain is a good illustration of a common occurrence in the 19th century, the use of cemeteries for rest and recreation. Well known landscape architects, including Frederick Law Olmsted, were engaged to design parks to include tree plantings, bicycle trails and picnic shelters. Death was a natural part of Victorian life and the interaction of the living among memorials to the dead was considered fitting.

A summer resort

Concern with health and belief in the benefits of fresh air, sunshine and the shore led to seaside and lakeside resorts. Somerville (Summerville) developed after 1872, with excursion trains reaching there about 1880. Streetcars and privately owned horse-drawn vehicles were alternative means of transportation. Charlotte also had smaller cottages, tents, and boats for hire. The area was probably most accessible both physically and financially to middle and upper class families. Clothing, even beachwear, was designed to cover the body in a modest way and to prevent getting the skin tanned, thought to be unhealthy and unattractive. Our clothing for resort wear, of course, reflects different attitudes and a technology which has produced lighter weight fabrics and less restrictive styles.

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IV. Concern for the environment Seth Green and the fish hatcheries

Seth Green pioneered work in the conservation of fish and sea life in New York State. He founded a hatching house, streams and ponds at Caledonia, New York. The hatchery eventually came under control of the New York State Forest, Fish and Game Commission. At Caledonia, methods of artificially cultivating fish, the invention of hatching boxes and the development of methods for restocking streams and lakes in New York and as far west as California took place. Green campaigned at county and state fairs, in Albany, and in the literature of the day to persuade the public and government officials alike that conservation was a critical issue. New attitudes towards the environment were evolving. Interest in managing the wilds of nature was replacing the pioneer drive to slash and burn the forests and kill wildlife.

See: Dr. Tarleton Bean. *Fish Culture in New York State.* 14th Annual Report. New York Forest, Fish and Game Commission, 1882.

Report of the Commissioner of Fisheries. Sixth Annual Report. Albany: Weed, Parsons, and Co., 1874. pp. 9-12.

V. A letter from Susan B. Anthony- Choices to Make

Susan B. Anthony lived in Rochester from 1845-1906. Her home at 17 Madison Street still stands. Woman suffrage was the cause she advocated throughout her lifetime; in 1872 she actually voted in Rochester even though it was against the law. Miss Anthony enlisted the help of her family in her cause and worried that changes in the family would result in distractions from the line of duty. Her concern is expressed in letters to her niece and her niece's newly adopted daughter. These letters, the originals of which are housed in the Rare Books Department at the University of Rochester Library, reveal some attributes of Miss Anthony's character.

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VI. Working conditions

A strike

During the 1870's several of Rochester's shoe manufacturers were involved in strikes. Economic problems led employers to ask their workers to take a reduction in pay. Machine work would thus cost less to produce than handwork. The failure of negotiations resulted in a strike. Strike-breakers were hired and a bitter and sometimes brutal period of confrontation followed with workers achieving few of their demands.

A new building goes up

As Rochester businesses prospered, additional manufacturing and storage spaces were required. In addition to describing the outstanding architectural features of the six story building consideration is also given to incorporating fire resistant measures. Notice that the assurance with which the reporter describes the safety features of this addition might be challenged by the events of two years later in the Steam Gauge and Lantern Co. fire.

A fire

The increased demand for industrially produced goods led to the construction of larger factory facilities. The resultant increase in the number of factory employees often led to unsafe working conditions which became most evident after a disaster like a fire. That Rochester businesses were subject to these disasters is made known in a series of articles which covered the Steam Gauge and Lantern Works fire in November 1888. In early December, a jury cited the owner of the building, the firm which occupied it, and the fire inspector with negligence. They determined that the fire escapes were useless and that a shortage of firemen inhibited attempts to fight the fire. The outcome was stricter ordinances including requirements for iron fire escape stairs near workers, and numerous, reliable platforms on the escapes and fire doors.

VII. Social events

"A Brilliant Wedding"

Upper class Victorian families were inclined to lavish celebrations at dinner parties, on holidays and at weddings. The celebrations often become the subject of a newspaper social column as is the case of the wedding described in the article. The reporter's use of the words "brilliant," "very impressive," "beautifully decorated," and "present—very elaborate" reveal value judgments clearly affecting the reader's interpretation of the facts in the article. Students might also speculate on how this wedding would compare with that held by a lower or middle class family.

Child raising—A doctor's view

Child raising was as popular a subject of commentary in Victorian America as it is today. It is interesting to note the similarity of problems as well as to read comments about public education which somewhat parallel the "back to basics" movement of today. Children played a minor role in the Victorian family, a role epitomized in the title of an especially good collection of primary materials entitled *Seen and Not Heard* by Nigel Temple (New York: Dial Press, 1970). Children were expected to mimic adults in their manners, their dress, and their attitudes. These expectations are criticized in this newspaper article which appeared in 1889.

STUDENT ACTIVITIES

Architecture

A commercial building

The Power's Building. From an original stereopticon view owned by The Margaret Woodbury Strong Museum.

Examining the photograph:

1. Look closely at the characteristics of this building, notice the windows, the roofline, the tower and the entrance areas. How would you describe this type of architecture?

2. What evidence do you see which could be used to date this photograph?

3. Which source materials would provide answers about the use, date and location of this building?

Thinking about the photograph:

1. How do you think this building may have been used?

2. What does its size suggest about the growth of business in Rochester?

3. What problems might exist with a building this size?

4. Is this building still in existence? If so, where is it located? How is it being used today?

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Architecture

A residence

Residence of J.E. Hughes, furniture maker and upholsterer in Rochester, 1866-70. From an original stereopticon view owned by The Margaret Woodbury Strong Museum.

Examining the photograph:

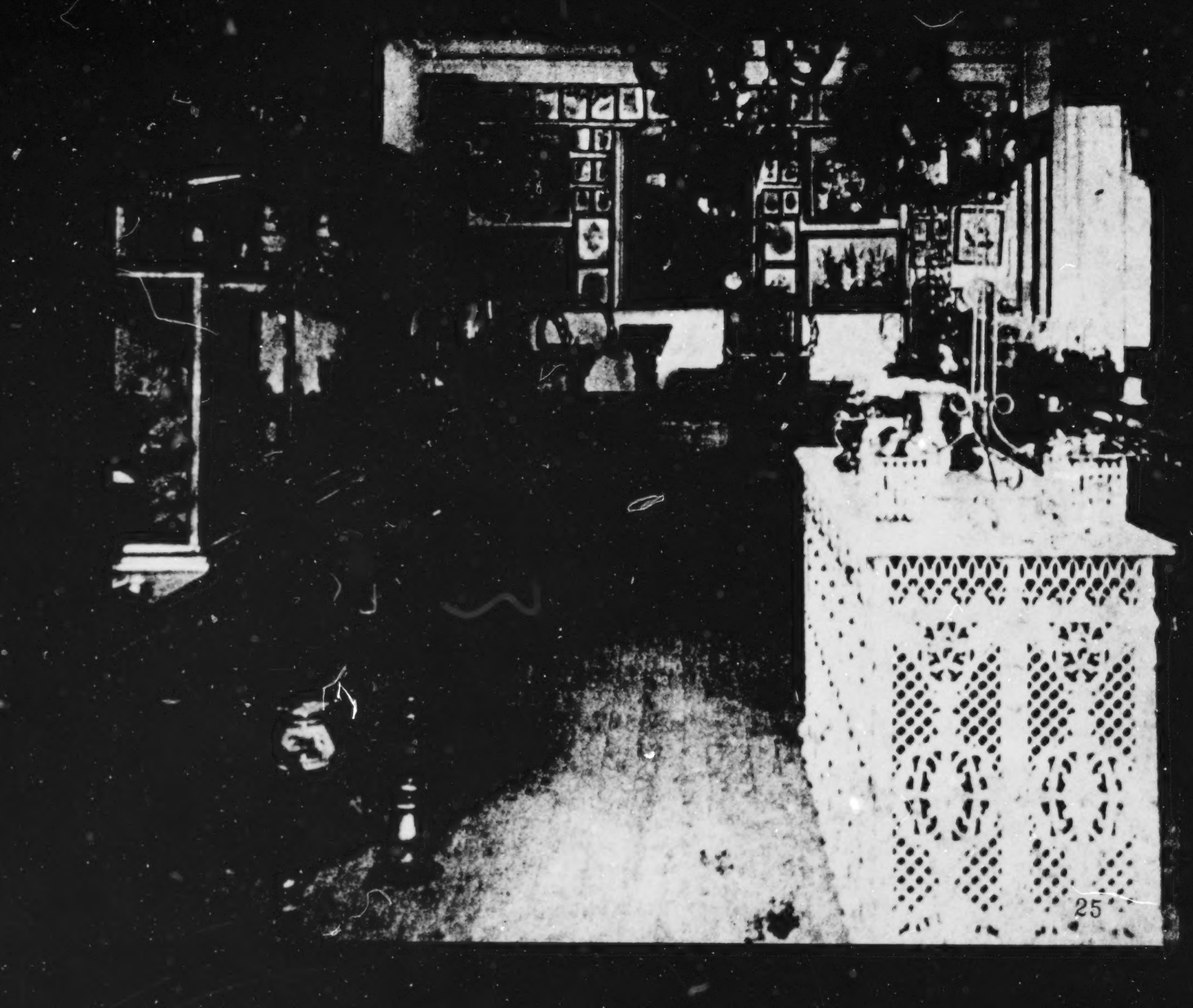
1. How would you describe this house? Notice the details: the various decorative trims under the eaves, above each window, along the porches, and around the doorway; shutters in the windows; and the presence of a tower.

2. Can you find any clue to the type of transportation used?

Thinking about the photograph:

1. Does this style of house tell us anything about the degree of success Mr. Hughes had?

2. New technical processes affected the types of homes which could be built. What kinds of skills do you think would be needed to build this house? You may need to do additional research to discover which inventions made this type of construction possible.



Shopping in the Gilded Age

Inside a Rochester store

The interior of a Rochester shop in 1870. This shop was the center for the distribution of an important commercial crop. From an original stereopticon view in the collections of The Margaret Woodbury Strong Museum

Examining the photograph:

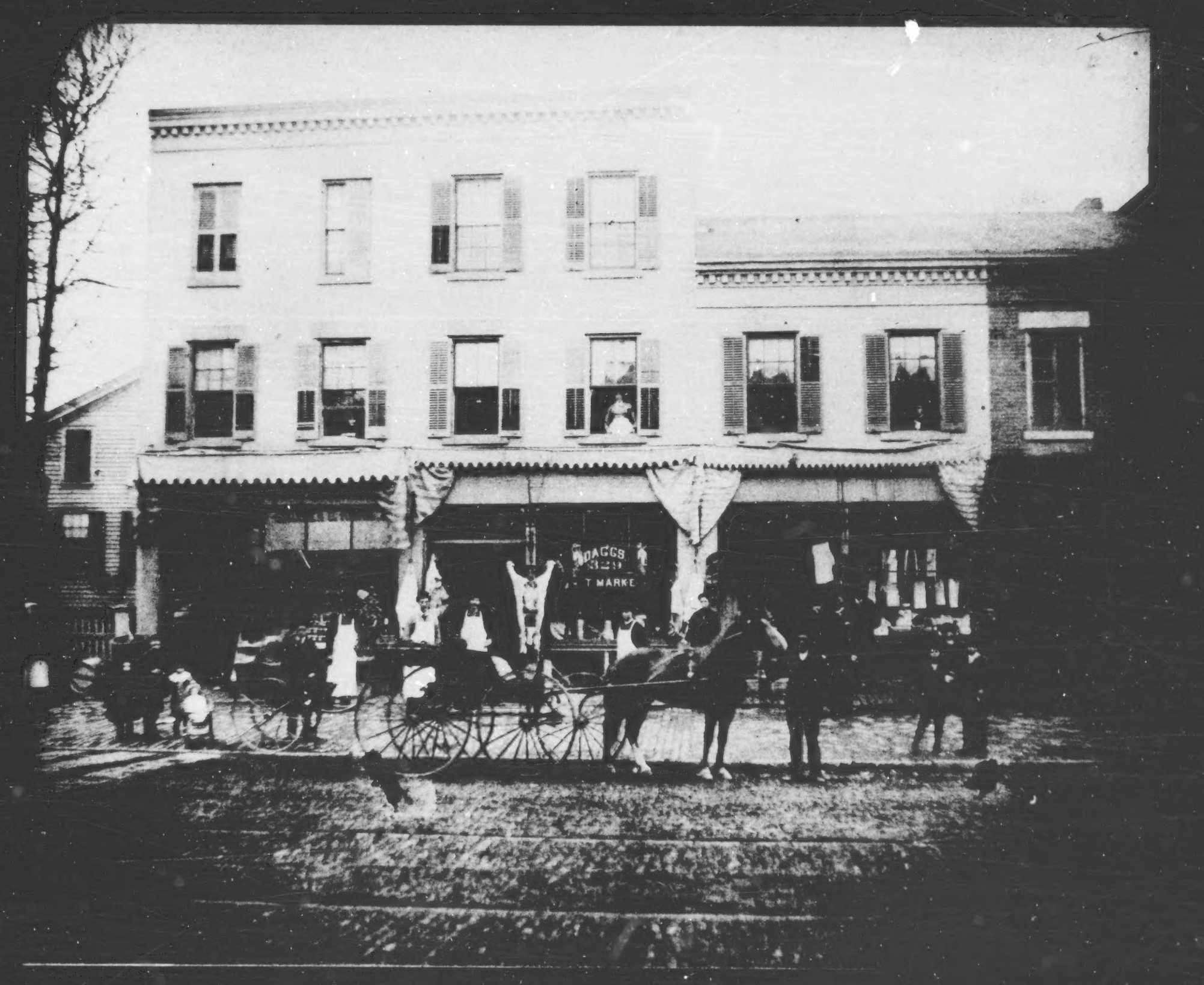
1. What type of product was sold in this shop?

2. Which objects in the photograph are related to this product?

Thinking about the photograph:

1. Do you know what companies were the main producers of this product in Rochester? Where would you look to find out? Are they still in existence? If so, where are they now located?

2. What important industry did this product replace?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Shopping in the Gilded Age

A neighborhood shop

A market on State Street, Rochester.

From an original photograph in the collections of The Margaret Woodbury Strong Museum.

Examining the photograph:

1. What kinds of goods do you see being sold in these shops?

2. What does the arrangement of people and their possessions suggest about how they felt towards their property?

3. Notice how the people are dressed. What does their clothing suggest about the importance of the occasion?

4. What clues or evidence do you see which could help to identify when this photograph was taken? What sources could be used to research the clues?

Thinking about the photograph:

1. How would a housewife be affected by having to buy goods in a variety of shops?

2. What types of stores were developing in the late 19th century which would save time for the housewife?

Recreation

A city park

Mt. Hope Cemetery in the 1870's.

From an original stereopticon view in the collections of The Margaret Woodbury Strong Museum.

Examining the photograph:

1. What do the people appear to be doing?

2. What special facilities have been added for the visitors?

3. What does the addition of these facilities indicate about alternative uses of cemeteries?

Thinking about the photograph:

1. In the later part of the 19th century, cemeteries were thought of as parks, places to go for walks and picnics. This is a different attitude than we have today. A cemetery was one of the few places all people could go at no cost and enjoy the outdoors. What kind(s) of transportation would make it possible for more people to enjoy these areas?

2. Does the clothing on the people suggest anything about their attitudes towards the place?

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Recreation

A summer resort

Cottages at Somerville, Charlotte, New York about 1880. From an original stereopticon view in the collections of The Margaret Woodbury Strong Museum.

Examining the photograph:

1. Look at the houses in the background of the photograph. How do they compare with summer homes at Charlotte today?

2. How do they compare with the residence of J.E. Hughes? (see p. 9)

3. Notice the clothing worn by both the children and adults in the photograph. How do their costumes compare with what we wear today?

Thinking about the photograph:

1. What does the presence of a number of large houses indicate about attitudes towards the outdoors?

2. Locate Charlotte on a map. What types of transportation would make it possible for Rochester residents to reach this area?

3. Which groups of people would probably not be able to take advantage of this resort area? Why not?

Concern for the Environment

Seth Green and the fish hatcheries

Report of the Commissioners of Fisheries. Sixth Annual Report. Albany: Weed, Parsons and Co., 1874. pp. 26-27.

"The fact is that the conveniences for capturing kinds of fish and animals keep pace with other inventions, and if some restrictions are not placed upon this excessive and indiscriminate use, future generations will never have an opportunity of actually appreciating the luxuries which their forefathers drew for their tables from our forests and waters."

Questions for discussion

1. What warning is Seth Green giving?

2. How would he define conservation?

3. With what issues are conservationists dealing today?

"Aquaria At State Fair." **Report of the Commissioners of Fisheries of the State of New York.** Seventh Annual Report. Albany: Weed, Parsons and Company, 1875. p. 16.

"Quite a fine exhibition of fish and the process of fish catching was made by Mr. Green.

"The tanks of clear glass were around a large circle. . . . A pipe passed over all the tanks and kept them fresh, clean and aerated, and the fish were all lively and active.

". . . Many thousands saw it and went from it with new ideas and freshly awakened interest in our valuable fish. All the hatching operations of the different varieties of fish were exhibited in their practical operation, so that those who desired to do so, could imitate them and carry out for themselves similar undertakings."

Questions for discussion

What solutions did Seth Green develop for dealing with shortages of fish and shellfish? How did he promote these ideas?

Susan B. Anthony

Choices to make

Letters from Susan B. Anthony to her niece, Rachel and to Rachel's adopted niece, Miriam Alice.

"Rochester, N.Y. June 24/87
"Darling Rachel

". . . The cat is out of the bag. . . . So you may as well open your own heart to Mary about your undertaking to be Mama without even consulting Aunt Susan or her!! —But, honestly—I am hoping the little love is just the thing to fill your and Julia's hearts—for Julia who won't go out and do suffrage work for the *woman general* I am sure the best thing she could do would be to Mother a half-dozzen [sic] waifs—and make of them good men and women!! And just this one won't hurt Rachel—provided she doesn't lose her head in love with it altogether—and will let Julia be the boss of it—and all the rest that are to come into the Foster and Foster house.

"Love to dear Julia and an extra kiss right in the neck for babee!—her picture is awful pretty—do send one to Mary.

"Lovingly yours,
"Susan B. Anthony"

"Rochester, N.Y. June 22/87
"Dear Miriam Alice

"It is doubtful whether Aunt Susan welcomes your little ladyship to the home of 748 north 19th st Phila —!— She is thinking whether you will not divest all the love of the Foster Mama's from the great work for the emancipation of *woman*—to the little business of caring for the material and moral wants of the one wee one—your little self—

"So my dear—if you would win Aunt Susan's best will—so deport yourself as to help the junior Aunties to be more—to do more—for the woman general than ever before you came to them—So shall it be with your *great* aunt.

"Susan B. Anthony"

Questions for discussion

1. What concern does Miss Anthony express about Rachel's and Julia's adoption of a child?

2. How strongly does Miss Anthony feel about dedication to the cause of women's rights?

3. In what ways is this possible conflict of interest similar to choices women must make today? How have our attitudes about the role of women in society changed?

to be more - to do more - for the
woman general than ever
before you came to Theirs -
Go Ahead & the vote
Your Great Aunt
Susan B. Anthony

A strike

"The Shoemaker's Difficulty," *Union and Advertiser*. March 25, 1871, p. 2. This is an excerpt from a letter written to the Editor by a committee of shoemakers.

"Rochester, March 24, 1871

" Now we wish the public to understand that we are no roughs; that there is not one of us has raised our hands to use violence to any one working in Gould's shoe factory. Since we have come out, we have repeatedly and in our meetings cautioned our members not to use violence, and we do not wish to be held responsible for the actions of outside individuals. We have come out on a good principle, and on that line we mean to fight it out, if it takes all summer.

"The facts of the case are: After walking the streets for eleven weeks, waiting for George Gould, Son and Co. to start, when the majority of us could get work in other places we steadily refused (through the request of the firm), and for our faithfulness, after working one week we were presented with a bill reducing our wages 30 per cent, which we refused to accept. They told us that they were paying more for their work than other manufacturers in the city, but were willing to pay the same as other manufacturers.

"We presented Gould & Co. with a bill the same as other firms are paying, which was a little less than our old wages, and some other firms are paying more. They refused to notice it, and said they did not want to have anything to do with our committee.

"Then they circulated stories that we did not want to allow him [the company] for his machinery, and demanded more wages, *which is false*, ... He also circulated a story that he offered to pay the men $21 per week, *which is not so*, but afterwards said that he would pay some of the men $21 per week. But he wanted every man to come personally, and he would make a private bargain with him. *That we refused*, for the reason that there was not one man in the shop who could earn that wages.

"We are willing to give our employers their rights and nothing more, and *all we ask is our rights and nothing less*."

Questions for discussion

1. Over what central issue was the strike called?

2. What reason does the manufacturer have for taking the action which provoked the strike?

3. Should workers take a decrease in pay to save their jobs?

4. What are alternative actions which might be taken by the company and by the workers? How would each alternative affect the company? the worker? the community?

5. How does the employer want to settle the strike?

6. What effect would this action have on the union as a whole?

A new building goes up

Source: "A Large Factory." *Union and Advertiser*. Dec. 22, 1886.
An addition to William S. Kimball's tobacco factory is described in this article.

"The proposed building has a river frontage of 140 feet, making, with the present building, a river frontage of 340 feet. The plan of construction is irregular in shape, following the sea wall above mentioned, covering an area of about 17,000 square feet—the six stories, including the basement—thus giving a storage area of over 100,000 square feet. Tobacco is to be stored in this building in large casks or hogsheads, weighing from 700 to 2,000 pounds each. . . . On account of the slow burning property of tobacco in bulk, it was not thought necessary to make this a strictly fireproof building, and it being considered better to adopt the 'slow burning' construction, just now coming into popularity in the erection of large warehouses in New York and Boston. This, on account of the slow spreading of the fire, enables the firemen to successfully battle against it.

The main entrance to the building is from the court yard. Near this entrance is located a large elevator running from basement to the fifth story. There will also be an iron staircase connecting the different floors. Provision has also been made for extending the workrooms into a portion of this building and a large dining room will be fitted up for the accommodation of 400 employees. . . ."

Questions for discussion

1. What kinds of problems might result from this type of construction?

2. Which safety features would you add?

A fire

"Fire and Death." *Union and Advertiser*. Nov. 10, 1888

The full title of this newspaper article tells most of the story: "Fire and Death. Great Loss of Life in a Burning Factory. Destruction of the Steam Gauge and Lantern Works. Despair and Horror. Jumping from the Flames to Certain Death. Awful List of Killed, Injured and Missing."

The following sections are taken from the article.

"Last evening occurred one of the greatest conflagrations ever known in the history of Rochester. . . . The loss of life is unprecedented in the history of similar disasters in Rochester.

Five were killed or taken out of the ruins, charred and burnt to a crisp, and perfectly unrecognizable. Fourteen are seriously injured and several of these will probably die. Twenty-five or more are reported missing. . . . The full import of the disaster can scarcely be realized except by those who have relatives or near friends who perished in it. . . .

"But the burning building was but a small portion of the disaster. There are about 250 hands employed at the lantern works and about sixty men and boys have been working nights for a short time. These were at work upon the fifth, sixth and seventh floors. For some time the men were unconscious of their danger, as the flames were in the first story and the watchman, who was away giving the alarm, had been too dazed to warn them. Soon, however, they realized their danger and then the awful horrors of the fire began in earnest. The windows were filled with faces and there were looks of frenzy, mingled with appeals for assistance upon those terror stricken countenances. Soon the inmates became crazed and began jumping from the building. . . .

"Some surprise has been expressed that men should jump from the windows and court, if not certain death, at least a certainty of being severely injured when they might have used the fire escapes. The cause is explained when it is stated that the way the flames mounted upwards was by the elevator well and, as a natural consequence, the fire escape, being of iron was rather too hot to facilitate descending by it."

The following statement was issued by Factory Inspector Schaubert:

"Several months ago I called the Steam Gauge Company's attention to the fact that I considered its fire escapes inadequate. . . . I ordered it last fall to build balconies and it failed to comply with the order."

Questions for discussion.

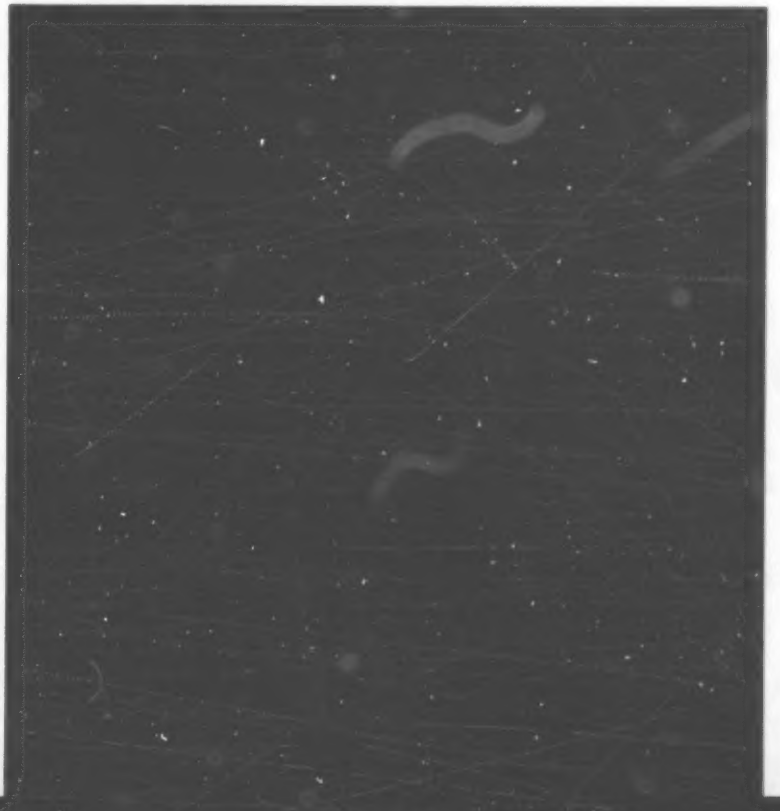
1. Why did so many people lose their lives in this fire?

2. What types of workers were employed in the factory?

3. Note the time of the fire. What does that indicate about restrictions on child labor?

4. What kinds of safety precautions might have prevented the great loss of life?

5. How might each of the following react to the fire?
a. community leaders
b. labor organizers
c. an official of the Steam Gauge and Lantern Works



A wedding

Source: "A Brilliant Wedding." *Democrat and Chronicle*. Nov. 5, 1886.

"Last evening, at the residence of the bride's father ___ was solemnized the marriage of his eldest daughter. ___ The groom is connected with the ___ German Insurance Company, and a popular young man. The ceremony was performed in a very impressive manner. Above the mantel which was a solid bank of ferns and flowers were the initials 'H' and 'W' beautifully wrought in floral emblems. The elegant residence ___ was beautifully decorated with smilax, flowers and ferns. After the ceremony a banquet was served by Teall the caterer, followed by a reception. A large number of the most prominent German people of the city and guests from out of town were in attendance. The presents were numerous and very elaborate.

"At 11:30 o'clock the happy couple left for an extended tour through the east. ___ The best wishes of a numerous circle of friends will be extended to them."

Questions for discussion

1. Which comments about the wedding are the reporter's opinions?

2. How does the reporter's point of view affect how you feel about the wedding?

3. In what ways have our wedding celebrations changed? How have they remained the same?

Child raising, a doctor's view

"Of Hot House Children, A Physician's Views Upon Over Stimulation, Little Cynics and Coquettes, A Modern Child's Party as a Commentary on a Text of Scripture—Something for Parents to Think About." *Democrat and Chronicle*. April 8, 1889.

"The goddess Fashion is as powerful as she is capricious and unreasoning, so that it is perfectly possible that things in themselves most excellent and desirable can be, at her decree, as utterly banished from sight as though they had no existence. Nowadays childhood is out of fashion.

"It is perfectly possible for a man to pass his lifetime without ever seeing a genuine child.

"These reflections were forced upon the reporter's mind at a reception he attended not long ago. It was a children's party, but he would hardly have known it had it not been for the statement engraved on the elaborate card of invitation he had received.

"The young ladies were like all other young ladies in society except that they wore shorter dresses and consequently danced better. They flirted—scientifically too. ___ They were perfectly dignified, lady-like and unchildlike. ___ The young gentlemen were properly languid and bored, spent much time in their dressing-room.

"The reporter last evening called upon a well-known physician of this city, who is especially interested in the welfare of young children, and asked him what he thought of this state of affairs, what would be the cure.

"He answered: ' ___ It is caused chiefly by the vanity of parents, and a certain sort of selfishness, laziness, and neglect of duty so disguised as kindness and indulgence as to deceive even the parents guilty of them. Children are made too much of in the wrong way, and not half taken care of in the right way. People who dress their little girls in silks and laces, corset their lithe bodies, hang jewels on their ears, and teach them to ape the manners of adults are simply plucking and throwing in the dust a flower God alone could bring into bloom, in order to use the stalk as a peg on which to display evidence of their own wealth, taste, and general respectability. ___ As to education, I hardly know what to say. ___ Children are as much individual as adults, and no iron-clad rule can be made to apply to them all. Some children had better be sent to school at an early age, some had better be taught at home. Of course a child's education should begin by teaching it how to observe, and store the results of its observation, for a child's whole education comes from observation.

"Our public schools have departed from the original idea, which was to give to all children a plain, sound rudimentary education which might be supplemented in cases where higher education would be worth while. The present system includes too many studies, and the grading system is radically wrong.

"In short we've got to get back to the old lines, to bring up our children simply, to teach respect for older people, to teach them that their fathers and mothers and not they are the principal persons in the household. So, and so only will we prevent our society twenty years hence from being composed entirely of shallow, aimless men, with no ambition except to live without work, and doll women whose only aims in life will be a good marriage and consequent diamonds.'"

Questions for discussion

1. What specific ideas about child raising are criticized?

2. In what ways have our ideas about child raising changed?

3. What suggestions does the doctor make about education? How do these suggestions compare with what we hear about education today?

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